THINKING OUTSIDE OF THE BOX

TIPS AND TOOLS TO ASSESS YOUNG CHILDREN (Birth to Six)

Sherry W. Kimball, WESP-DHH Professional Conference 2009

Overview

- Session Description

- Community Questions

- Power Point

- Assessment Tools
  - Individual Description
  - Review of Tools
  - Assessment Modeling

- Group Wrap-Up

Why Do We Assess?
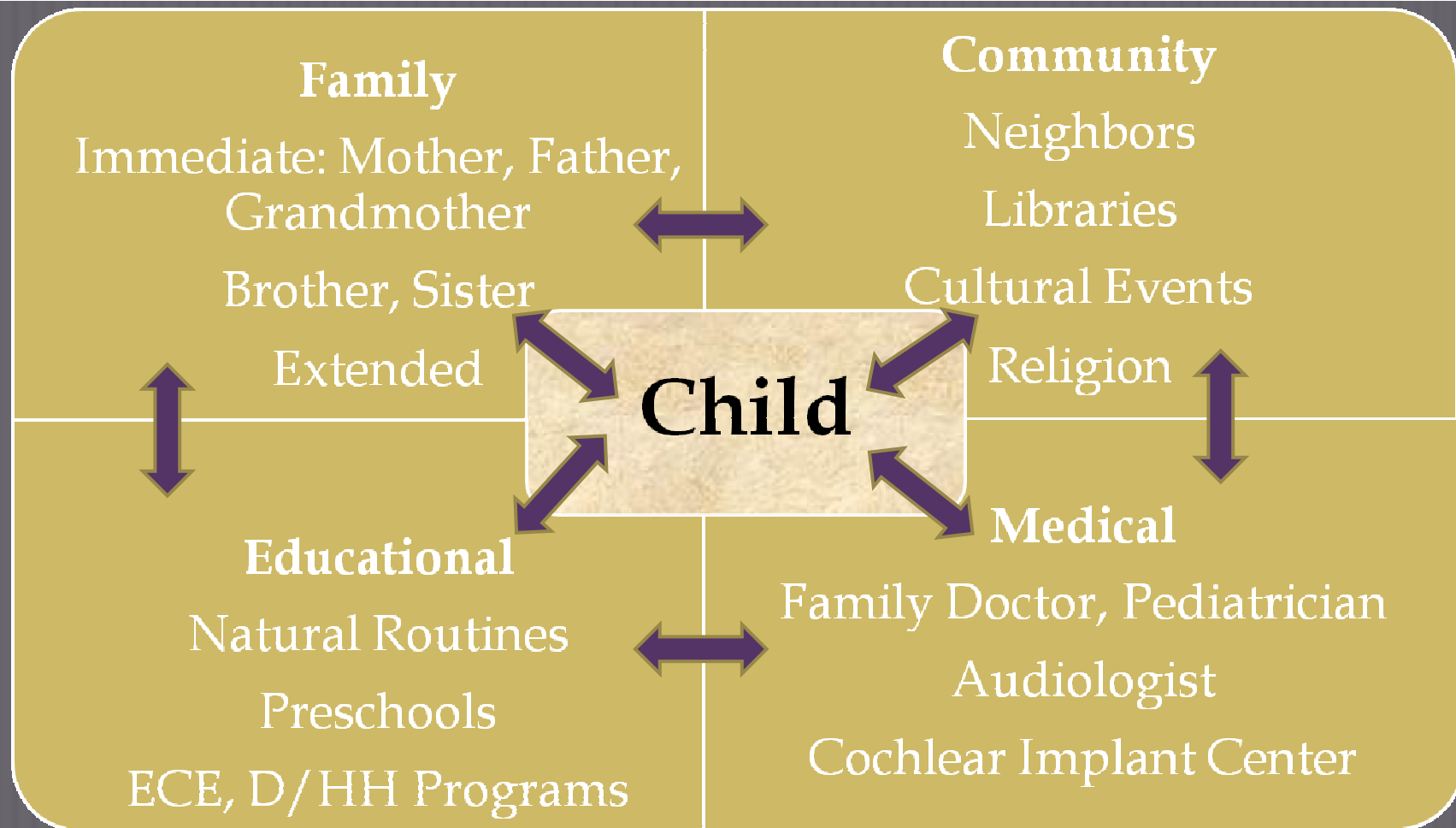
What Do We Assess?

How Do We Use Assessment Information?

Ultimate Goal of Assessment

To Increase a Child's Access to **All** Learning Opportunities in **All** Environments.

Assessment is a Multi-Dimensional

Family

Immediate: Mother, Father, Grandmother

Brother, Sister

Extended

Child

Community

Neighbors

Libraries

Cultural Events

Religion

Educational

Natural Routines

Preschools

ECE, D/HH Programs

Medical

Family Doctor, Pediatrician

Audiologist

Cochlear Implant Center

Stages of Assessment

- Planning

- Collecting Information

- Synthesizing Information

- Sharing Information With Team Members

Planning

- What is the Purpose of Assessment ?
  - Specific Skills or Functional Skills Across Environments
  - Environmental Components to Support Access?
  - Adult/Child Interactions
    - Parents, Family
    - Teachers, Child Care Providers
  - Peer to Peer Interactions
    - D/HH with D/HH
    - D/HH with Hearing Peers

Planning

- Identify Team Members:
  - Core of Knowledge of What is Being Assessed
    - Do You Have this Knowledge?
  - Individuals in Different Environments:
    - Family
    - Community
    - Educational
    - Medical
- Identify Appropriate Assessment Tools:
  - Will the Tool Give you the Information you Need?
    - Combination of Tools?
  - Knowledge of Tool(s) Used

Collecting Information

- Assessment is a Process!
  - Information can be Collected Over Time
  - Mix of Informal and Formal Information:
    - Assessment tools
    - Checklists
    - Adult reporting (Family, Childcare, Preschool)
    - Medical Reports
    - Anecdotal records
    - Observations
    - Story sharing, Videotaping, etc.

Collecting Information

- Ensure an Understanding of Information Gathered
  - Ask Follow up Questions:
    - Written Information is "literal"
  - Gain insight into the Perspective of the Reporter
    - What were they looking for?
    - Are They a Reliable Source of Information?
      - Knowledge of What is Being Assessed
  - Ask for Descriptions of Skills or a "Story" of When It Happened

Synthesizing Information

- Goal: To Increase a Child's Access to All Learning Opportunities in **All** Environments.
  - Focus on the Whole Child
- Allow Time for Information "Connections" to Happen
- "Multi-Dimensional" Grid: Link Information Gathered Across Environments
  - Share and Discuss Grid with Other Team Members
  - Ask: How Does This Information Connect/Impact Another Area?

Sharing Information: Team Members

- Why? To Access Learning Across Environments
  - Whole Child Perspective
- Share Connections as They Happen: Do Not Wait until it is Formal Meeting Time!
  - Support a Family's Understanding of Assessment Information: Link to "Real Life" Experiences
  - Identify Team Members "Who Get It": Learn to Speak the Same Language
    - Utilize these Members to "Spread the Word"

Sharing Information: Team Members

- Link Examples to Reporter's Background
  - Recognize Different People have Different Styles
- Increase Knowledge of How Information Crosses Environments
  - Ask: How Can We Use this Information to Support a Child's Learning in All Environments?
    - Allow Others to Answer
    - Use these Answers as A Basis of Discussion

Assessment Tool Exploration

- Birth to 3 Focus:
  - Chris Kometer and Nancy Blazek, Center for the Deaf and Hard of Hearing
- American Sign Language
  - Daniel Houlihan and Bonnie Eldred: WESP-DHH Outreach
- Auditory/Oral
  - Karen Knopf: Auditory/ Oral Program, Lowell Elementary, Waukesha
- Parent/Provider Tools
  - Sherry W. Kimball: WESP-DHH Outreach

Group Discussion

What did You Learn?